



Outside School Care NT

OSC-NT. 3 – Behaviour Management Policy

Policy Description	This policy document outlines the guidelines, rules and strategies that will be implemented by OSC – NT staff to ensure a safe, secure environment for all children attending any of our services.
Key Points	<p>Positive behaviour is the outcome of the following elements:</p> <ol style="list-style-type: none"> 1. Shared basic assumptions between school, after school care staff and families 2. Awareness of the rights and responsibilities of all involved 3. Implementation of an underlying philosophy 4. The development of rules and clearly stated expected behaviours and the consistent use of consequences 5. Procedures for when those rules are breached
1.0 Basic Assumptions	<ol style="list-style-type: none"> 1. Every pupil attending the after school care service CAN behave acceptably, and are able to choose how they behave. 2. Learning and play is more enjoyable where cooperative behaviour occurs. 3. Shared responsibility between the care service, school and home is most effective for positive behaviour outcomes. 4. Procedures and consequences for unacceptable behaviour must be in place and adhered to with children and families accepting the relevant consequences. 5. Good behaviour – has rewards, will be recognised and is encouraged.
2.0 Rights and responsibilities of all	<p>OSC-NT Care staff and children have the right:</p> <ol style="list-style-type: none"> a. To be treated equally, with dignity and respect b. Feel safe and secure in a positive care environment. c. Know what is acceptable behaviour and the consequences of unacceptable behaviour. d. Work and play in a secure environment without intimidation. e. Be encouraged to develop their talents and interests through a broad learning framework. <p>OSC-NT Care staff and children have the responsibility:</p> <ol style="list-style-type: none"> a. Treat others with respect and consideration. b. Respect their own property, that of other children and that of the care service and school. c. Accept and comply with care service rules and consequences. d. Maintain the rights of all students and adults. e. Provide and maintain a safe environment for all.
3.0 Underlying Philosophy	<p>OSC-NT supports the use of Restorative Practices as the underlying philosophy to deal with behavior management. Restorative Practices is an approach to behavior management which is now been used by many schools in Australia and is the underlying philosophy utilised at OSC NT.</p> <p>What is Restorative Practices?</p> <p>The Traditional Approach to School Discipline</p> <p>The traditional approach to school discipline asks three questions in response to wrong doing:</p> <ul style="list-style-type: none"> • What happened?

	<ul style="list-style-type: none"> • Who's to blame? and • What do they deserve? <p>This traditional approach, borrowed largely from the criminal justice system, leaves those who have been most affected by the wrongful behaviour without a voice, and without their needs being addressed as part of the 'solution.' It also doesn't effectively challenge the wrong doer to be accountable to those he were harmed.</p> <p>The Restorative Approach to School Discipline</p> <p>The Restorative approach, on the other hand, starts from a different set of questions:</p> <ul style="list-style-type: none"> • What happened? • Who's been harmed? and • What needs to happen to repair some of that harm? <div style="display: flex; justify-content: space-between;"> <div data-bbox="443 763 839 1368" style="background-color: #4a69bd; color: white; padding: 10px;"> <p>RESTORATIVE PRACTICES</p> <p>Restorative practices take incidents that might otherwise result in punishment and create opportunities for students to:</p> <ul style="list-style-type: none"> ➤ Become aware of the impact of their behavior. ➤ Understand the obligation to take responsibility for their actions. ➤ Take steps toward making things right. <p>Through this process, students learn how to interact and manage their relationships with adults and peers. They become better equipped to understand how their actions impact others and how to monitor future behavior. Restorative practices encourage accountability, improve school safety, help strengthen relationships, and create more positive outcomes for students and the school community.</p> </div> <div data-bbox="839 763 1256 1368" style="background-color: #4a69bd; color: white; padding: 10px;"> <p>CHANGING LENSES</p> <p>In his seminal work, <i>Changing Lenses</i>, Howard Zehr examined the way in which we typically respond to crime and wrongdoing. Zehr contrasts questions the criminal justice system asks with restorative questions.</p> <ul style="list-style-type: none"> ➤ Questions the current systems try to address: <ul style="list-style-type: none"> • What rules or laws were broken? • Who broke them? • What do they deserve? ➤ Whereas, Restorative Justice asks: <ul style="list-style-type: none"> • What is the harm caused and to whom? • What are the needs and obligations that have arisen? • Who has the obligation to address the needs, to repair the harms, to restore relationships? </div> </div>
<p>4.0 Service Standards and Rules</p>	<p>Because we have the right to feel safe, the <u>following forms of behaviour</u> are seen as intimidating, dangerous or unlawful and are therefore unacceptable:-</p> <p>PHYSICAL</p> <ol style="list-style-type: none"> 1. Fighting, harassment, bullying or any other form of aggressive behaviour. Outside School Care NT does not tolerate bullying in any form. 2. Leaving the school grounds or classroom without permission. 3. Throwing dangerous objects. 4. Abuse of school's or student's equipment/property. <p>PROPERTY</p> <ol style="list-style-type: none"> 5. Stealing <p>PERSONAL</p> <ol style="list-style-type: none"> 6. Verbal abuse. 7. Sexist, racist or any discriminatory behaviour.

	<p>8. Refusal of an Educator’s reasonable requests.</p> <p>9. Non- compliance with service rules.</p> <p>10. Children to co-operate with staff and other children.</p> <p>11. Children to inform an Educator if unwell or injured before going directly to the office.</p> <p>12. Children to respect the environment at all times and ensure no litter is dropped in school grounds</p> <p>SAFETY</p> <p>13. Children to walk inside school building, in a safe manner with regard to all.</p> <p>14. Children to act respectfully towards all members of the service children and staff.</p> <p>15. Children not to enter any area clearly designated as out of bounds.</p> <p>16. Children to advise an educator before going to the toilets</p> <p>DESIGNATED AREAS</p> <p>17. Children to enter only their designated play areas</p> <p>18. Children to wear hats at all times when outside and sunscreen.</p> <p>USE OF EQUIPMENT</p> <p>19. Children to use play equipment in the nominated areas.</p> <p>20. Children to respect the school and care service property and buildings.</p> <p>Playground Behaviour Management Plan</p> <p>Rules:</p> <p>21. Play safely and happily so no one is hurt or upset.</p> <p>22. Play in the right place for your game.</p> <p>23. Children are requested not to play near the toilets or in the breeze way.</p> <p>24. Look after our garden, school property and equipment.</p> <p>25. Do not interfere with or harm others.</p> <p>26. Play in the right areas</p>
<p>4.1 Education about service rules by staff</p>	<p>OSC-NT staff will educate all children about the service rules through repetition and message re-enforcement at group discussion time.</p> <p>Breaches of rules will be challenged and children questioned why they think a particular action is not allowed.</p>
<p>5.0 Incidents - consequences</p>	<ul style="list-style-type: none"> • Using sports equipment in a dangerous way <p>More serious incidents</p> <ul style="list-style-type: none"> • Spitting <p>Severe Misbehaviour</p>

	<ul style="list-style-type: none"> • Leaving the grounds without permission • Refusal to follow Educator’ instructions • Wilful damage/harm to another person - throwing objects, verbal abuse, swearing, fighting teasing, bullying. Racial taunts • Overt refusal to do as requested or to obey care service rules. • Swearing at a member of staff. <p>If a wilful act was considered seriously inappropriate the Director will use her/his discretion to suspend immediately.</p> <p>Consequences of Severe Misbehaviour</p> <ol style="list-style-type: none"> 1. Playground - Instant removal from area and miss-conduct logged. 2. If the student refuses to comply with Time Out i.e. refuses to come inside and/or is disruptive despite reasonable requests during Time Out, another severe misbehaviour will be issued and parents will be informed and may be requested to take the child home. 3. Two or more severe misbehaviours in one week. <ul style="list-style-type: none"> • <i>Notify the Owner/Director who will contact parents to discuss.</i> • <i>Possible suspension.</i> <p>OSC NT has developed a range of Behaviour Management Documents to assist, staff, children and families with managing behaviours at after school care.</p> <ol style="list-style-type: none"> i. Gold Star Behaviour Poster ii. OSC NT Staff Behaviour Matrix iii. Behaviour Management Contract iv. Individual Action Plan (IEP) <p>These forms will be used in consultation with children, staff and families. The ‘Gold Behaviour Poster’ is a guideline that was developed by OSC NT management for children to follow whilst they are in care at an OSC NT service.</p> <p>OSC NT staff will fill out an ‘Incident, Injury, Trauma and Illness Record for any behaviour that is harmful to the child or other children at the education and care service.</p>
<p>6.0 Bullying</p>	<p>BAN BULLYING POLICY</p> <p>It is the policy at Outside School Care NT not to tolerate bullying in any form.</p> <p>What is Bullying?</p> <p>Bullying is when someone is subjected to behaviour repeated over time, which is hurtful, threatening or frightening.</p> <p>Forms of Bullying</p> <p>Physical: Includes fighting, pushing, shoving, gestures, spitting, standing over or invading someone’s personal space.</p> <p>Verbal: Includes name calling, teasing, offensive language, spreading rumours, putting down or belittling people, picking on or ridiculing people because of their gender, culture, race, physical appearance, religion or social background.</p> <p>Gesture: Includes offensive notes, damaging people’s property and stealing.</p> <p>Extortion: Includes stand over tactics, threats to “get” people, making suggestive comments of any form of sexual abuse.</p>

	<p>Exclusion: Includes leaving people out of certain activities on purpose.</p> <p>OUTCOMES:</p> <ul style="list-style-type: none"> • At our care service, it is a right and responsibility to report bullying. • After consultation with those involved, action will be taken to ensure that the bullying stops. • With staff, students and parents working together we can create a more caring, tolerant, healthy and harmonious school environment where all members of the school community are valued. •
Related Policy and Procedures, Forms and Checklists	<p>Incident, Injury, Trauma and Illness Record Gold Star Behaviour Poster OSC NT Staff Behaviour Matrix Behaviour Management Contract Individual Action Plan (IEP) Behaviour Management Procedure</p>
Specific Information for Parents:	<p>Incident, Injury, Trauma and Illness Record Gold Star Behaviour Poster OSC NT Staff Behaviour Matrix Behaviour Management Contract Individual Action Plan (IEP)</p>
Sources/References:	<ol style="list-style-type: none"> 1. http://www.rpforschools.net/whats-rp.html 2. http://www.restorativepractices.org.au/ 3. Educational and Care National Amendment Regulations 2017, regulations: 87, 155 (d) 4. National Quality Standards 5. National Education and Care Services Law 2010 6. National Quality Framework. www.acecqa.gov.au 7. National Quality Standards February 2018, standards 2.1, 2.1.4, 2.3, 2.3.3, 2.3.4, 5.1, 5.2
Version Control/Updates:	<p>Version: 2.0 February 2014</p> <p>To be reviewed and updated by: June 2014</p> <p>Version 3.0 September 2017</p> <p>To be reviewed and Updated: September 2018</p>